WESTMINSTER COLLEGE  
MUSIC 185  
Integrating the Arts for the Developing Child  
Spring 2019

“You are your own best resource.....”

D. Abbey Alter, MFA  
Orr Auditorium Mezzanine Monday/Wednesday  
Russell Hall 01 Friday  
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Required Texts:

Art is Fundamental, Teaching the Elements and Principles of Art in Elementary School  
Eileen S. Prince  
Zephyr Press  

Smart Moves, Why Learning is Not All in Your Head  
Carla Hannaford, Ph.D.  
Great Ocean Publishers, Inc.  

Additional Materials:

Sketch book with paper able to handle watercolors, spiral bound the best.  
Portable water color pallet with at least one small brush  
Markers, sharpies are best: black with at least three other colors.  
Folder or small portfolio.

Rational:

The use of the Arts in elementary Education has been proven to enhance the overall development of the total child. Application of Arts methodologies into non-Arts subject areas creates a richer and more enjoyable learning experience. This outcome can be easily adapted as a tool for Interdisciplinary education. These qualities make it a valuable area of study for the future teacher. However, before the methods can be implemented, the basic elements, principles and compositional rules of each Art form must be understood and the connections between them illuminated.

This course will use a Project Based Educational style to teach Music, Dance, Visual Arts and Theater. By using analytical deconstructions of the emersion experiences in these Art forms, students will discover and abstract the elements and principles intrinsic and common to all. Using this information, the students will devise teaching strategies to enhance the learning experience in other selected subject areas.
**Course Objectives:**

1) Identify, explain, analyze and implement Pennsylvania Academic Standards for the Arts and Humanities 9.1, 9.2, 9.3, 9.4 for grades 1 though 5.

2) Demonstrate competence in performing/manipulating the basic elements of Music, Dance, Visual Arts and Theater for grades 1 through 5 and know and use the principles and vocabulary within each art form.

3) Create and perform original works in each discipline.

4) Examine the historical role of the Arts as a part of the “human experience”.

5) Analyze the nature of creative problem solving in the Arts and transfer the mechanism of it to other subject areas.

6) Identify and analyze the elements that are fundamental to an aesthetic response and use this information to examine your own personal aesthetic response.

7) Examine the body/mind complex as the most sophisticated information gathering and processing instrument available and relate this information to early child development.

8) Examine the importance of context to the evaluation and creation of art works, it's shaping of historical works and it's role in understand culture.

9) Experience the intimate and personal connections established in the creation of art and define the areas that it influences beyond the specific art form. Deconstruct this and imagine the education outcomes created/destroyed by it's removal/absence/inclusion in early childhood development.

**Student Evaluation:**

Student performance in this course will be based on the following breakdown of a 480 point total.

- **Performance Pieces.** Students will create and perform 2 original pieces: a piece of choreography and a musical composition. (60 points)

- **Weekly Art Assignments.** (70 points)

- **Art Reviews/Critiques.** Students will attend 4 events, one in each of the following disciplines; Visual Arts, Dance, Theater and Music and write a review of each. (80 points)

- **Assessment.** Three quizzes of 40 points each covering assigned readings. (120 points)

- **Create a Culture: a project based art/science/history experience.** Students will experience the Project Based method of teaching/learning by exploring the creation of a previously undiscovered settlement. Students will provide a video documentation of the archeological dig and reconstruct artifacts, a dance piece, music and a history/mythology based on the discoveries at the “dig”. (150 points)

- **Attendance and Participation.** (5 points) will be deducted for every unexcused absence.
Expectations:

1) **Professionalism.** Be on time. Be there. Each absence will reduce your grade by 5 points.

2) **Integrity in your assignments.** All assignments are expected to demonstrate college level work with the correct use of grammar, writing mechanics, spelling and proper format. All assignments are due at the beginning of class. Late assignments will not be accepted. Quizzes may be made up if the instructor has been notified in advance and documentation of the reason submitted. It will be the students responsibility to contact the instructor to make arrangements.

3) **Plagiarism or turning in the work of others will result in meeting with the department chair of your selected major to determine your continuing status as a student in that department.**

Disability Policy:

Students who desire some form of accommodation for a diagnosed learning disability or physical problem must inform their instructor at the beginning of each semester (within two weeks) as to the nature of the disability and type of accommodation requested. If the disability or physical problem is diagnosed during the semester, students should inform their instructors immediately of the problem and accommodations needed. Students with disabilities should also inform the Disabilities Coordinator in the Career Development Center, who is available to assist in evaluating the disability and to facilitate communication between the College and the student in considering special accommodations. The type of accommodation provided will depend on the needs of the student, the circumstances of the student's classes and the resources of the College. Because of limited resources, final determination of whether an accommodation can be provided will be at the discretion of the College.

Academic Success Center

Wondering how to better tackle your reading assignments? Looking for new ways to prepare for your tests? Worried about keeping up in all of your classes? Afraid to ask for help? You’re not the first Westminster College student to have these issues on your mind!

The Academic Success Center can help you with free academic support, including drop-in tutoring hours and individual tutoring for specific subjects, as well as individualized academic consultations to help you with goal setting, time management, note-taking, reading strategies and other skills that will help you reach your academic goals.

Located on the fourth floor of Thompson-Clark Hall, the center also offers rooms for individual or group studying on a first-come, first-serve basis until 10 p.m. every night.

For more information, visit [www.westminster.edu/academics/learning-center/index.cfm](http://www.westminster.edu/academics/learning-center/index.cfm), or contact Coordinator Jessica Shelenberger by visiting TC 412, by emailing shelenjp@westminster.edu or by calling (724) 946-6700.